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## The Application of Certain Criteria of Success to the Adult Education Courses in Box Elder County, Utah, 1938 to 1942, Inclusive

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THE APPLICATION OF CERTAIN CRITERIA OF SUCCESS  
TO THE ADULT EDUCATION COURSES IN BOX ELDER COUNTY, UTAH,  
1938 TO 1942, INCLUSIVE

by

Mont Harmon

A thesis submitted in partial fulfillment of the requirements  
for the degree of  
Master of Science  
in the  
School of Education

Utah State Agricultural College

1943

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A thesis submitted in partial fulfillment of the requirements  
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Approved:

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Major Professor

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For English Department

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Dean of the School

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Chairman of Committee on Graduate Work

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Mont Harmon

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## INTRODUCTION

This study is part of a larger project which is still in progress in Box Elder County, Utah. Mr. J. Wesley Horsley, chairman of the Central Sponsoring Committee, makes the following statement of its purpose.

The project described in this report is an educational experiment. It is intended as nothing more. The aggregate of Box Elder County is its laboratory; its people and their resources: the materials.

The experiment issues from realization that democracy, suddenly grown intensely important to Americans, is based in home and family, and that the vitality of this key institution is declining.

The success of the experiment is limited to the capacities of ordinary people, proceeding, in the somewhat slow democratic method of group thinking and group action, from what we are and have already established toward possible accents and procedures in living and learning which will revitalize what we have come to call "The American Way of Life".

We are grateful for the opportunity to pioneer in the field. Pioneers who persist usually develop by their pioneering and gain the first fruits of the undertaking. We can but hope for some successful developments which may be profitably utilized locally and extended to other communities.<sup>1</sup>

The need and nature of the experiment is described in the following extract from the Box Elder County, Utah Community Program for Home and Family Living, Bulletin #3:

For some time there has been a recognition of the need for communities to coordinate their efforts in planning programs that will contribute to the development of strong, effective family life and happy well-adjusted human beings.

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1. Box Elder County, Utah, Community Program for Home and Family Living. A Historical Report of the Development of the Program from October, 1938 to September, 1940. Bulletin #3. March 1, 1941.

Because they recognized the need, the United States Office of Education sponsored the development of four experimental centers where community programs are being developed, which are called programs in education for home and family life.

The four centers, with their respective state departments of education that are cooperating with the Office of Education, are located in four different regions. Two are rural and two are urban. One is in Wichita, Kansas, which is an urban but highly stable, homogeneous community. Another is in Toledo, Ohio, a large city that is highly industrialized and which has somewhat heterogeneous population. The third center is in Obion County, Tennessee, which represents conditions as they are found in a rural educational unit in the South organized on a county basis. The fourth is in Box Elder County, Utah, which represents the rural, more sparsely settled sections of the West, with a relatively stable and homogeneous population.

The hope of the United States Office of Education is that these four communities, by studying their present educational programs concerned with home and family life and concentrating their efforts to develop more effective programs, will be able to encourage other communities throughout the country to strengthen this important part of their educational work.

Commenting on these programs in a news release from the Office of Education, Dr. J. W. Studebaker, Commissioner of Education, indicated that this was the beginning of a program that is expected to have national significance. Dr. Studebaker said that the developments in each center would be studied, improved, and interpreted to and observed by the people of the United States. Then, drawing upon these localities for information, the Office of Education will prepare publications, pointing out the possibilities and influences of a comprehensive scheme of family life education for adults and young people. We should not neglect anything in the field of education that will tend to improve home conditions and create happier life, since the home is a fundamental institution in our society.<sup>2</sup>

The experiment seems to be justified according to some of the best thought in the field. The Educational Policies Commission makes the following statement regarding adult education:

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2. Ibid.

The development of a program of adult education is a matter of fundamental policy. The opportunities provided must be as varied as are the social and economic needs and the intellectual interests of the total adult population.<sup>3</sup>

With regard to family life education the Educational Policies

Commission says:

One important responsibility of education therefore is to improve and develop home and family life. Effective discharge of the responsibility requires work with younger children, with adolescents and with adults.<sup>4</sup>

The fact finding body appointed in 1939 by the Governor of

Utah makes this comment:

A long time objective is to provide in every community opportunity for family members of all ages and both sexes to have appropriate and effective homemaking education related to their needs, and coordinated with and planned in relation to opportunities offered through community agencies other than the school and the home.<sup>5</sup>

The Education faculty of Leland Stanford University makes the following statement:

The most impressive fact is that adult education is an expanding field and will continue increasingly important, in spite of some political opposition and many mistakes on its own part.<sup>6</sup>

The Educational Policies Commission further makes the following statement regarding adult education:

3. The Educational Policies Commission. The Structure and Administration of Education in American Democracy. 1938. 128 pp.
4. The Educational Policies Commission. The Purposes of Education in an American Democracy. 1938. 157 pp.
5. Fact Finding Body. Public Education in Utah. 1940. 464 pp.
6. Stanford University Education Faculty. The Challenge of Education. 1936. 471 pp.



As thus far developed under federal and state auspices adult education in the public school displays standards of administrative impartiality and local autonomy that promise to keep this channel of communication and inquiry free and wide open. The experiments already undertaken, refined and extended will doubtless form a permanent part of educational duties in the United States.<sup>7</sup>

#### Background of the Box Elder County Program

The type of educational program to be inaugurated in any community should be determined, in part, by its social and economic conditions, its geography, the distribution of its population and its resources. All these factors were taken into consideration in the determination of the general procedures in setting up the program.

The following extract from Bulletin #3 Box Elder County, Utah Program of Education for Home and Family Living describes the general background of the program and gives a picture of Box Elder County:

The invitation to be one of the four experimental centers in the country to develop community programs in Family Life Education extended by the United States Office of Education to Box Elder County, Utah was accepted wholeheartedly in October, 1938.

On October 5th, Miss Susan Burson and Miss Rna Van Horn, regional agents in the United States Office of Education, visited the county with representatives from the State Department of Public Instruction. At this time, Superintendent Bunderson called a group of about eighty people together, who represented the schools, churches, civic, social, and professional organizations, to consider the possibilities and the responsibilities involved, as well as whether or not they would be willing to be a part of such a program. Although no one at this time had a very clear idea as to how the program would be developed, the response from these representative people was enthusiastically and sincerely in favor of undertaking the project.

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7. Educational Policies Commission. The Unique Functions of Education in American Democracy. 1937. 129 pp.

The first step that was taken by the county was to collect information according to an outline furnished by the representatives from Washington, which would give a general picture of the resources, geography and population, economic and social conditions of the area.

### Box Elder County, Utah

Box Elder County covers a territory of 5,444 square miles (which is larger than the state of Connecticut) and had a population of 17,810 in 1930 (18,816 in 1940), concentrated largely in the east side of the valley in small communities. Brigham City, with a population of 5,228, is the largest center and the County Seat. Two other towns, Tremonton and Garland, have a population each in excess of 1,000. In the west end of the county, distances between settlements vary from 6 to 55 miles. One-third of the population is enrolled in the schools of the county. There are 30 elementary schools, and two high schools, one of which is in Brigham City, and the other, serving a rural area, is half-way between Garland and Tremonton. Free transportation is furnished to all students in the county living more than two miles from an elementary, or three miles from a high school.

The population is highly homogeneous, consisting mainly of people of English and Scandinavian extraction with less than a total of 4 per cent of non-white (Japanese, Mexican, and Indian). A very high percentage of the people live in their own homes, operate their own farms and businesses, and are affiliated with the same church. Marriage is in general enduring. Health conditions are of a fairly high standard and the people are reasonably free from epidemics or other illness. The water and milk supplies are inspected frequently by health authorities. There are four hospitals in the county.

The economic conditions of the county are fair and the population is free from the instability due to shifting of residence. Agriculture, horticulture, poultry and stock raising are the predominating pursuits of the people. Among the larger manufacturing industries found in the county are: one sugar factory, three canning factories, three flour mills, one woolen mill, one concrete pipe manufacturing plant, two candy factories, five bakeries, two creameries, one marble stone works, and two electric generating plants.

The Bear River Migratory Bird Refuge, 15 miles west of Brigham City, is the greatest of the country's bird sanctuaries. Its primary purpose is as a nesting and feeding area for water fowl and a haven and concentration ground for migratory water fowl during their migrations. A portion of the refuge is set aside each year as a public shooting ground.

This description of Box Elder County was used as a basis for discussion at a conference in Washington, D. C., in November. This conference was called by Dr. Studebaker in Washington, D. C., October 31, November 1 and 2, 1938. Utah and Box Elder County were represented there by Charles H. Skidmore, State Superintendent of Public Instruction; Angelyn Warnick, State Director of Homemaking Education; Hervin Bunderson, Superintendent, Box Elder County School District; V. A. Hinkley, Principal of the Box Elder High School; and C. E. Smith, Principal of the Bear River High School. Other members of the conference were representatives from the other three centers, members of the staff of the Office of Education, and a number of eminent educators from fields related to home and family life who participated as consultants.

The Utah people returned from Washington very enthusiastic and ready to start work. A full-time coordinator was appointed and steps were taken to plan an organization that would unite all the interests within the community in order to work toward the development of an effective program in Home and Family Living.<sup>8</sup>

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8. Box Elder County. op. cit.

Statement of the Problem

The problem is as follows:

The application of the following criteria of success to the 134 classes in adult education held in Box Elder County, Utah during the four-year period, 1938-1942 inclusive:

- a. Enrollment
- b. Attendance
- c. Repetition of Courses
- d. Number of people repeating courses
- e. Effect of teacher type in terms of the preceding criteria.

The study involves 2454 different people registered in the 134 courses, with a total enrollment of 3806 (including repetitions in registration).

The data on the forms for enrollment and attendance have been tabulated and form the basis of this study.

## Chapter I

### Plan of Organization of the Program

Since the material used in this study is part of a large project in family life education it seems desirable, in order to present the whole picture, to give the general plan of organization of the entire program.

On October 5, 1938, a large group of people was called together to form an advisory council. The members of this council represented schools, churches, civic, social and professional organizations. To this group were to be reported information and investigations by committees and by individuals and the members of the council were to report these to the agencies which they represented.

An active working group known as the Central Sponsoring Committee was formed. This group consisted of about 35 members representing different agencies in the county. The primary function of this committee was to make plans and to direct in a general way the program.

The active work of this committee was delegated to an executive committee selected from its members. This executive group was made up of the chairman of the Central Sponsoring Committee, the Superintendent of Schools, a parent and the coordinator of the program. This group has planned meetings of the Central Sponsoring Committee and has reported committee activities to that body.

Since the whole program was experimental and no one knew the course to be followed, the necessity of a committee on committees became evident. This group would appoint committees as the need arose. This group consisted of the executive committee and the state coordinator in parent education.

Four temporary committees were appointed as follows:

1. Publicity Committee
2. A committee to help with understanding and coordinating youth problems.
3. A committee to assist in developing local planning units.
4. Committee on surveys and studies.

All these groups were selected on a County-wide basis and their functions are suggested by the titles of the committees.

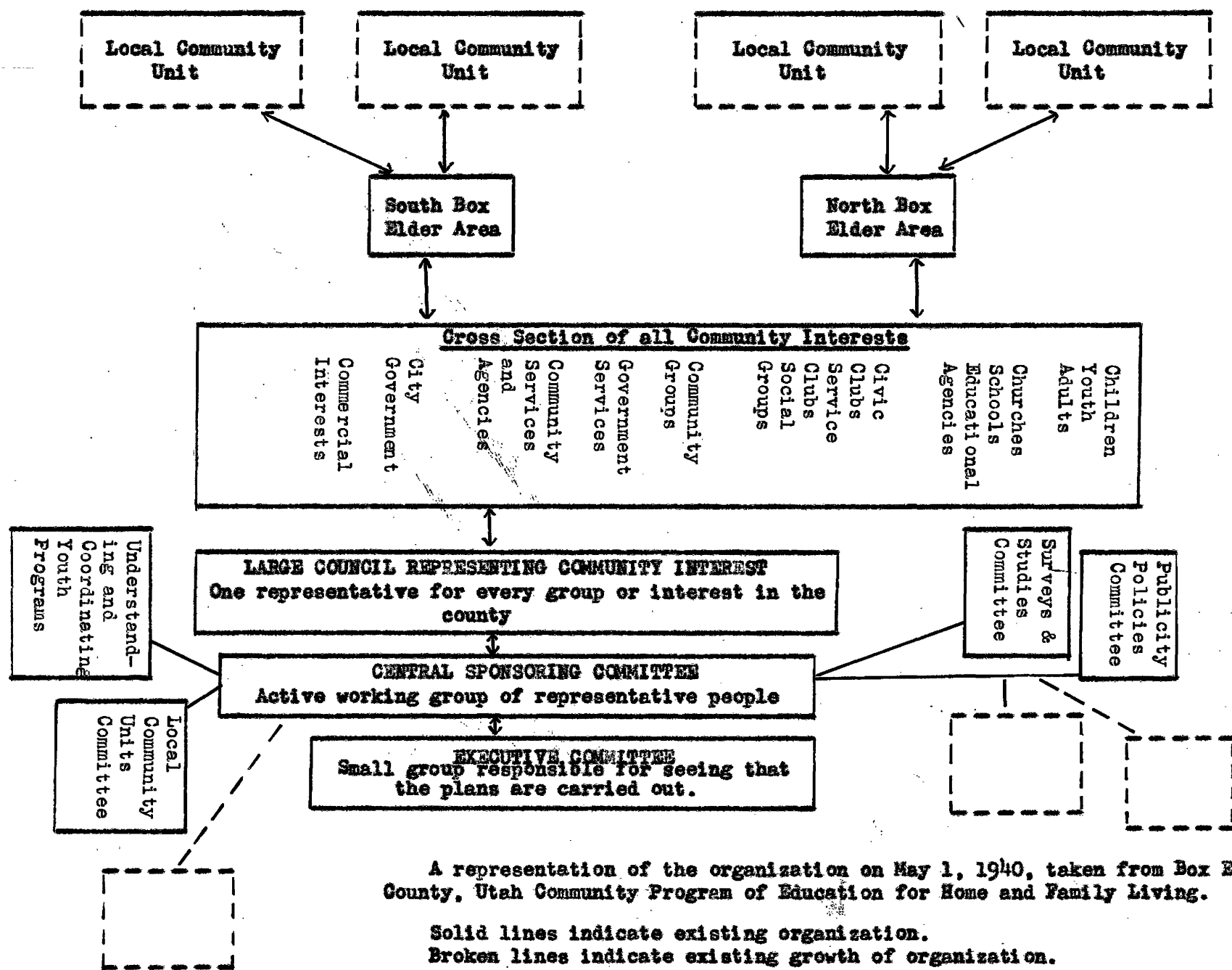
In December, 1938, the first full-time coordinator was appointed. During the course of the program four different people have acted in the capacity of coordinator. In each instance the person appointed has been especially well qualified for the position from the standpoint of training, experience and interest in the work.

For the purpose of picturing the complete plan of organization, the duties of the coordinator as worked out by the coordinator herself, Miss Winifred Hazen, State Coordinator of Parent Education and Miss Angelyn Warnick, State Director of Homemaking Education, are here given.

- A. Has executive responsibilities with relation to the total program.
- B. Is an ex officio member of all committees and councils created within the program.
- C. Helps with planning and directing surveys and studies.
- D. Is responsible for many types of promotional activities in our county and state. Some of them are:

Giving talks to various groups  
 Attending professional meetings  
 Reporting on the program to groups and organizations  
 Interpreting the program to groups and individuals  
 Developing radio programs  
 Giving leadership to groups

- E. Cooperates with existing programs in the county that are interested in home and family living.
- F. Influences curriculum studies in our schools as it relates to home and family living.
- G. Contributes to the development of adult and pre-school education programs.
- H. Develops reports concerning our program and keeps accurate records.
- I. Compiles resource materials in home and family living for use throughout the county.
- J. Develops materials that will be helpful to the program as a whole.





All through the organization of the program every effort was made to have as wide participation of individuals as possible. The committee members through their activities learned of the values of participation in the program and naturally became more enthusiastic about the possibilities than did those people who were not so active in the different phases of the experiment. The records of the adult education classes show that people participating in committee work of different types were active in adult education courses. Whenever the need arose a new committee was added or some changes were made in the names and functions of those already existing.

The name of the publicity committee was changed to that of Committee on Interpretations. Its work fell into two categories (1) the formulation of policies regarding publicity, (2) the dissemination of information about the program.

Two committees on adult education were added, one in the north end of the county and the other in the south end.

These committees proceeded on the assumption that only those courses, should be given for which there was sufficient demand. This was ascertained by questionnaires, by inquiries through church organization meetings and by the holding of special mass meetings for the express purpose of discussing the subject.

An elementary school committee was added having for its purpose the determination of ways by which the elementary schools could contribute to the success of the experiment.

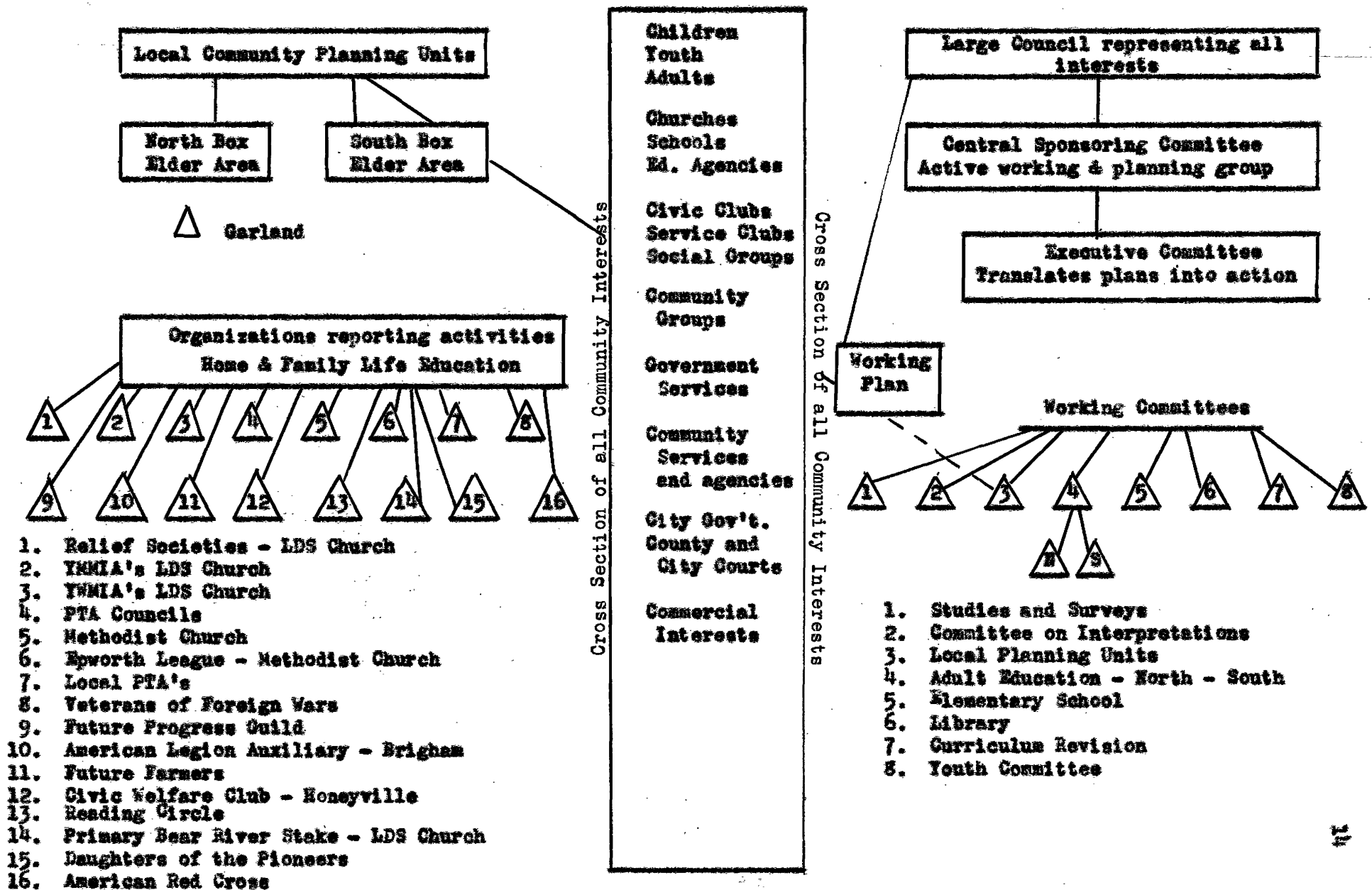
A Library Committee was added, its responsibility being to encourage the public to do more reading in the field of family life education.

There was organized a committee on Revising Certain Units of the State Home Economics Curriculum.

A youth Committee was formed to work on problems of youth as revealed in a survey made previously in the county by an extension class.

Later a High School Committee was appointed for the purpose of integrating the curriculum activities in the high schools in family life education.

In the spring of 1942 a News Letter Committee composed of members of the committee on interpretation, the chairman of the central sponsoring committee and the coordinator was appointed. The function of the committee was to keep people informed by News Letter of the progress of the program.



Graph 2 from Box Elder County Utah Community Program of Education for Home and Family Living, Bulletin #3A showing the general plan of organization as set up September 1, 1941 is herewith shown.

### The Workings of the Program

There have been three aspects to the functioning of the program (1) research and activities by committees (2) meetings of various types and (3) publications.

The committee on surveys and studies has made the following studies:

1. A study of the youth survey of Box Elder County.
2. A survey of the number of organizations functioning in the county.
3. A study of the goals of the different organizations and the activities they provide their membership as a means of realizing these goals.
4. A study of the ways that individuals 12 years of age and older spend their time.

The committee on interpretation has formulated policies of publicity and has disseminated information about the program. The policy has been to have all publicity go through the office of the coordinator. Newspaper items have been sent regularly to local and state papers. A clipping file has been kept and bulletins describing the experiment have been published.

The committee to assist in developing Local Planning Units failed to function because none of the communities reported a willingness to organize locally to consider their needs in family life education.

The committees on adult education have been active in soliciting peoples' desires in regard to courses desired and in attempting to meet these desires.

The elementary school committee has centered its attention on three projects:

1. The work of publicizing and distributing its bulletins Techniques for Parent-Teacher Conferences.

2. Recording teaching done which stresses education for home and family living.
3. Surveying the frequency and quality of teachers' visits to homes of students.

The library committee has had posted in each library a bibliography on family life education. It has had new books on the subject placed in the libraries. It has maintained in the local paper a column devoted to reviews of books. The committee has also prepared a set of ten scrapbooks made up of magazine clippings on family life education which have been used in the home-living classes in the high schools.

The youth committee which consists of juniors and senior students of both high schools together with adults selected by them have studied problems peculiar to youth.

The high school committee has studied the work of integration of curriculum activities in family life education.

The news letter committee has issued letters periodically, containing committee reports written, in the main, by committee chairmen.

Meetings of all committees have been held as the need has arisen and careful minutes have been kept and are on file in the office of the coordinator. Planned contacts with different agencies, organizations and individuals have been made by committees as necessary.

A number of publications have been issued by the coordinator, and by committees. In addition many articles have been written about the program and have been published in magazines throughout the United States. These are listed in the bibliography.

## Chapter 2

Before the inception of the program of education for home and family living in 1938 in Box Elder County some adult education courses were given from year to year. The records of the classes are not complete. In 1938 and for each succeeding year the coordinator of the program has kept quite a careful record of courses. A regular record form was worked out and used. These forms were used by class leaders during the progress of the courses. They were completed at the termination of the courses and filed in the office of the coordinator. It is from these records that the material on enrollment and attendance treated in the study was obtained.

Beginning in 1938, a greater emphasis was given to the adult education program in the county. Large groups were meeting to discuss ways and means of working together. The necessity of having trained adult leadership became apparent to those participating in the discussions. Resulting from this realization were the following:

1. An increase of 25% in the enrollment in adult classes offered in connection with the school system.
2. A wider scope in the courses offered adults.
3. The organization of study groups to consider better ways and means of working together as members of a community.
4. An increase in the number of leaders of adult groups coming from Box Elder County.
5. A beginning of adult study groups to coordinate their efforts through the family life program.

In 1940 there seemed to develop a necessity for having two committees, one in the north end of the county and one in the south, each to be responsible in its area for determining the desires of the people with regard to courses to be offered and to assume responsibility for the organization of the courses.

These committees were appointed and started their activities on the assumption that only those courses should be offered for which there was sufficient demand. They contacted the principals of the high schools to determine the types of courses that high school people could offer. Public meetings were held in an effort to have people express their preferences. Questionnaires were sent to large numbers of people. Inquiries were made in various religious and civic meetings as to what people desired to study.

In the final analysis it was found that certain requests could not be met and courses were organized only where there was sufficient demand to justify it. The list of classes organized is shown in table 1.

At the conclusion of the classes the committees met with the instructors and class members to get their suggestions for conducting the program for the following year. The suggestions given had to do with (1) method of planning, (2) canvassing the public to determine desired classes, (3) schedule of time for holding classes, (4) time of year most desirable to begin courses and (5) class size.

The following year (1941-42) the committees again took the initiative in the organization of the program for the season. An attempt was made to follow the suggestions made by the class leaders and members at the conclusion of the preceding season.

In spite of the efforts of the committees to meet the needs and desires of the people there was a material reduction in the number of classes requested as well as in the total enrollment.

Three very tangible factors contributing to this falling off in enrollment were:

1. An unusually stormy winter making travel difficult.
2. The tire shortage.
3. The absorption of many people into defense work.

The material given in this chapter is intended as an aid to any person or to any group of persons concerned with the conducting of adult education programs. It is simply an analysis of the experiences over a four-year period of large numbers of persons in Box Elder County, Utah, engaged in a program of adult education. The keeping of careful records made the analysis possible.

Adult educational procedure differs from ordinary schooling in various ways:

1. Enrollment and attendance are entirely voluntary.
2. There are no prerequisites for enrollments.
3. It contains no testing program.
4. Interest alone is the determining factor in its success.

With these ideas in mind the assumption is made that the most feasible criteria for judging the success of an adult course or group of courses are the following:

1. Enrollment.
2. Attendance.
3. Repetition of courses.
4. Number of people repeating courses.
5. Number of people patronizing classes with certain type teachers.



One's enrollment in adult education courses depends to a large measure on the need one feels for the course. Certain other factors such as one's supporting a movement that seems worthy of support, may enter somewhat but in the main, classes are supported by enrollment only if they show promise of filling a felt need on the part of the enrollees.

Total registration alone could not be used as an absolute criterion of success of any course. It seems reasonable to assume that people because they have enrolled in a course, which is free of charge to them, and their attendance at which requires considerable effort and possible expense in the matter of transportation, will not attend with any degree of regularity unless the course satisfies their desires. Percent in attendance, therefore, becomes an important criterion in judging the extent to which any course is meeting a need which people feel.

The determining factor in the selection of a course is the number of people who request that it be given. The experience in Box Elder County has shown that many courses were repeated from year to year, indicating a demand for them. Repetition of courses, therefore, might safely be used as criterion of judgement of their success.

The number of people repeating courses should be an important factor in the determination of a course's popularity. Although there are no norms with which to compare the number of "repeaters" in a given period, nor norms for percentage of repeaters, it would seem that the two elements are important, at any rate in making a determination of the way people feel toward a program.

It seems reasonable to assume that the selection of certain teachers may have a bearing on the success of classes. Since in a large number

of cases the people in the course had an opportunity to make their own selection of teachers an analysis in terms of the preceding criteria will be made with regard to the type of teacher engaged.

These five criteria are used in the analysis following.

TABLE 1- COURSES IN ADULT EDUCATION GIVEN IN BOX ELDER COUNTY IN YEARS 1938 to 1942 INCLUSIVE

Under Type of Teachers -		A means local school teachers B means local people other than school teachers C means people from outside Box Elder County										
1938-1939												
Title of Course	Town Where Held	Place of Meeting	Type of Teacher	Sex of Teacher	Enrollment			% Attendance		Freq. of Meet.	No. of Meet.	Length of Meeting
					M	W	Total	M	W			
<b>VOCATIONAL GROUP</b>												
Motors & Farm Mach.	Garland	H.S.	A	M	38	0	38	44	-	Weekly	12	90 min.
Farm Woodwork	Brigham	H.S.	A	M	18	0	18	78	-	Weekly	15	90 min.
Farm Woodwork	Brigham	H.S.	A	M	19	0	19	78	-	Weekly	15	90 min.
Farm Mechanics	Brigham	H.S.	A	M	16	0	16	82	-	Weekly	15	90 min.
Horticulture	Brigham	H.S.	A	M	35	0	35	51	-	Weekly	10	90 min.
Livestock Feeding	Honey.	School	A	M	32	0	32	50	-	Weekly	10	120 min.
Typewriting	Tremon.	H.S.	A	M	4	12	16	67	65	Weekly	10	60 min.
Typewriting	Brigham	H.S.	A	M	2	18	20	60	72	Weekly	10	60 min.
Elem. Sewing	Brigham	H.S.	A	F	0	20	20	74	74	Weekly	9	90 min.
			TOTAL		164	50	214	60	71		106	
<b>CULTURAL</b>												
Creative Writing	Brigham	H.S.	C	M	3	45	48	70	65	Weekly	10	120 min.
Art	Brigham	H.S.	A	F	8	11	19	47	43	Weekly	10	90 min.
English	Honey.	School	A	M	5	34	39	72	54	Weekly	10	60 min.
Drama	Tremon.	Church	A	M	8	33	41	72	57	Weekly	10	60 min.
Drama	Garland	Church	A	M	11	28	39	53	63	Weekly	10	60 min.
			TOTAL		35	151	168	60	59		50	
<b>EDUCATIONAL FOR HOME &amp; FAMILY LIVING</b>												
Clothing Laboratory	Brigham	H.S.	A	F	0	20	20	-	57	Weekly	9	90 min.
Family Relations & Human Behavior	Dewey	School	A	F	18	32	50	59	46	Weekly	11	90 min.
Clothing Laboratory	Brigham	H.S.	A	F	0	29	29	-	64	Weekly	10	90 min.
Meal Planning & Preparation	Brigham	H.S.	A	F	0	26	26	-	71	Weekly	10	90 min.
Child Study	Honey.	School	B	F	8	45	53	35	59	Weekly	10	90 min.
Family Relations	Brigham	H.S.	B	F	6	58	64	16	22	Weekly	10	90 min.
Home Hygiene & Care of the Sick	Brigham	H.S.	B	F	0	26	26	-	60	Weekly	11	120 min.
Home Beautification	Brigham	H.S.	A	M	32	11	43	74	78	Weekly	10	90 min.
Home Beautification	Corinne	Church	A	M	11	14	25	96	96	Weekly	10	90 min.
Home Beautification	B.R.C.	School	A	M	13	13	26	77	77	Weekly	10	90 min.
Child Development	Brigham	H.S.	C	F	-	22	22	81	81	Weekly	15	120 min.
			TOTAL		88	256	384	66	59		116	

TABLE 1 - Continued

TABLE 2 - CONTINUED												
Title of Course	Town	Place	Teacher		Enroll-ment		Total	% Atten-dance		Freq. of Meetings	Number of Meetings	Length of Meetings
	Where Held	of Meeting	Type	Sex	M	W		M	W			
RELIGIOUS GROUP												
Relief Society Lesson	Garland	R.S.Rooms	B	Group	6	31	37	30	32	Weekly	7	60 min.
			TOTAL		6	31	37	30	32		7	
GRAND TOTAL					293	528	821	61	59		279	

## 1939-1940

<b>VOCATIONAL GROUP</b>												
Typewriting	Garland	H.S.	A	M	16	12	28	51	68	Weekly	12	60 min.
Shorthand	Garland	H.S.	A	M	15	13	28	59	64	Weekly	12	60
Livestock Feeding	Corinne	Church	A	M	15	0	15	83	-	"	10	90
Farm Mach.& Tractors	Brigham	H.S.	A	M	17	0	17	50	-	"	15	90
Farm Mach.& Tractors	Brigham	H.S.	A	M	18	0	18	53	-	"	15	90
Farm Woodwork	Brigham	H.S.	A	M	14	0	14	79	-	"	11	90
Farm Woodwork	Brigham	H.S.	A	M	16	-	16	76	-	"	15	90
Auto Mechanics	Brigham	H.S.	A	M	20	0	20	52	-	"	10	180
Woodwork	Brigham	H.S.	A	M	22	0	22	78	-	"	10	120
Woodwork	Brigham	H.S.	A	M	15	0	15	80	-	"	10	120
Soil Management	Honeyville	School	A	M	19	0	19	51	-	"	12	90
Livestock Feeding	Perry	Church	A	M	13	0	13	65	-	"	10	90
Farm Mechanics	Portage	School	A	M	48	0	48	60	-	"	15	90
Livestock Feeding	Garland	H.S.	A	M	56	0	56	25	-	Semi-Weekly	16	90
Farm Machinery & Farm Forging	Garland	H.S.	A	M	25	0	25	40		Weekly	15	120
Bookkeeping	Brigham	H.S.	A	F	13	7	20	40	44	"		
			TOTAL		342	32	374	52	62		188	
<b>CULTURAL GROUP</b>												
World Problems	Deweyville	School	A	F	11	14	25	63	60	Weekly	10	60 min.
Current Problems	Brigham	H.S.	A	M	10	16	26	49	57	"	10	60
Music	Brigham	H.S.	A	M	5	18	23	58	48	"	10	60
Music	Honeyville	School	A	M	10	18	28	36	60	"	10	60
English	Honeyville	School	A	M	9	18	27	36	60	"	10	60
Public Address	Brigham	H.S.	A	M	13	25	38	56	36	"	10	60
English	Brigham	H.S.	A	M	4	17	21	22	55	"	10	60
Heredity	Brigham	H.S.	A	M	16	16	32	33	30	"	10	60
			TOTAL		78	142	220	45	50		80	

TABLE 1 - Continued

Title of Course	Town	Place	Teacher		Enroll-ment		Total	% Atten-dance		Freq. of Meetings	Number of Meetings	Length of Meetings
	Where Held	of Meeting	Type	Sex	M	W		M	W			
EDUCATIONAL FOR HOME AND FAMILY LIVING												
Family Relations	Portage	School	A	M	35	47	82	42	44	Weekly	12	90 min.
Tailoring & Finishing	Garland	H.S.	A	F	0	17	17	-	60	"	11	120
Clothing Construction	Garland	H.S.	A	F	0	13	13	-	70	"	11	120
Family Life	Deveville	School	A	F	11	60	71	14	60	"	10	60
American Youth	Brigham	H.S.	B	Group	54	30	84	34	36	"	10	60
Clothing	Brigham	H.S.	A	F	0	15	15	-	72	"	11	120
Clothing	Brigham	H.S.	A	F	0	18	18	-	69	"	10	90
Home Arts	Brigham	H.S.	A	F	0	23	23	-	53	"	10	60
Food Prep. & Nursing	Brigham	H.S.	A	F	0	18	18	-	86	"	10	90
Daily Food Supply	Brigham	H.S.	B	F	0	23	23	-	43	"	7	60
First Aid	Brigham	Bank Bldg.	B	M	19	0	19	99	-	"	10	120
First Aid	Brigham	Bank Bldg.	B	M	0	21	21	-	98	"	10	120
Home Care	Brigham	Ch. Off.	B	F	0	16	16	-	83	"	11	120
Family Relations	Garland	H.S.	B	F	0	18	18	-	43	"	8	60
Home Beautification	Willard	School	A	M	11	7	18	79	70	"	10	90
Home Beautification	Brigham	H.S.	A	M	4	21	25	82	80	"	10	120
Home Community Imp.	E. Garland	Church	A	M	17	12	29	30	32	"	12	90
Home Community Imp.	Plymouth	School	A	M	16	22	38	43	40	"	11	90
TOTAL					167	381	548	46	58		184	
GRAND TOTAL					587	555	1142	49	56		452	

1940-1941

**VOCATIONAL GROUP**

Rep. Autos, Trucks, and Tractors	Brigham	H.S.	B	Group	47	0	47	87	-	Daily	5	180 min.
Livestock Prod.	Honeyville	School	A	M	15	0	15	45	-	Weekly	10	90
Farm Mechanics	Garland	H.S.	A	M	30	0	30	82	-	"	11	240
Livestock Prod.	Brigham	H.S.	A	M	15	0	15	52	-	"	10	90
Woodwork	Brigham	H.S.	A	M	16	0	16	90	-	"	10	90
Farm Management	Brigham	H.S.	A	M	22	0	22	34	-	"	10	90
Farm Machinery	Brigham	H.S.	A	M	17	0	17	68	-	"	10	90
Farm Machinery	Brigham	H.S.	A	M	15	0	15	66	-	"	10	90
Farm Woodwork	Brigham	H.S.	A	M	16	0	16	67	-	"	10	90
Farm Woodwork	Brigham	H.S.	A	M	17	0	17	57	-	"	10	90

TABLE 1 - Continued

Title of Course	Town	Place	Teacher		Enroll-		Total	% Atten-		Freq.	Number	Length
	Where	of	Type	Sex	ment			dance		of	of	of
	Held	Meeting			M	W		M	W	Meetings	Meetings	Meetings
VOCATIONAL CONT.												
Livestock Feeding	Portage	School	A	M	28	0	28	47	-	Weekly	15	90
Livestock Feeding	Garland	H.S.	A	M	28	0	28	62	-	"	10	90
Farm Motors & Blacksmithing	Garland	H.S.	A	M	19	0	19	49		"	11	150 min.
Shorthand	Brigham	H.S.	A	F	3	14	17	33	60	"	10	60
Shorthand	Brigham	H.S.	A	F		25	25	-	65	"	10	60
Typewriting	Garland	H.S.	A	M	18	1	19	66	30	"	10	60
			TOTAL		306	40	346	61	62		162	
CULTURAL GROUP												
Social Service	Garland	H.S.	A	M	20	34	54	50	60	Weekly	8	60 min.
English	Brigham	H.S.	A	M	5	65	70	43	44	"	10	60
Current Problems	Brigham	H.S.	A	M	24	30	54	32	33	"	10	60
Band	Brigham	H.S.	A	M	15	5	20	84	76	"	10	90
Social Service	Brigham	H.S.	C	M	31	56	87	30	32	"	10	60
Orchestra	Garland	H.S.	A	M	10	11	21	91	84	"	11	90
			TOTAL		105	201	306	49	42		59	
EDUCATIONAL FOR HOME AND FAMILY LIVING												
Consumer Education	Honeyville	School	A	F	17	26	43	60	60	Weekly	10	60 min.
Personal Hygiene & Care of the Sick	Honeyville	School	B	F	0	26	26	-	40	"	11	60
Sewing	Portage	School	A	F	0	27	27	-	45	"	12	120
Sewing	Garland	H.S.	A	F	0	15	15	-	66	"	10	120
Family Relations	Garland	H.S.	A	M	12	43	55	43	56	"	12	75
Household Helps	Brigham	H.S.	A	F	0	54	54	-	50	"	9	60
Home Nursing	Brigham	H.S.	B	F	0	57	57	-	65	"	10	60
Sewing	Garland	H.S.	A	F	0	13	13	-	86	"	10	90
Child Development	Brigham	H.S.	B	F	0	42	42	-	35	"	10	60
Foods	Brigham	H.S.	A	F	1	25	26	70	66	"	10	90
Clothing	Brigham	H.S.	A	F	0	19	19	-	73	"	10	90
Clothing	Brigham	H.S.	A	F	0	15	15	-	60	"	10	90
Clothing Construction	Brigham	H.S.	A	F	0	16	16	-	50	"	5	90
Tailoring	Brigham	H.S.	A	F	0	23	23	-	25	"	5	60
			TOTAL		30	391	421	52	54		134	
GRAND TOTAL					441	632	1073	58	51		355	

TABLE 1 - Continued

Title of Course	Town	Place of	Teacher	Enroll- ment	% Atten- dance	Freq. of Meetings	Number of Meetings	Length of Meetings				
	Where Held	Meeting	Type						Sex	M	W	Total
VOCATIONAL GROUP												
Farm Woodwork	Brigham	H.S.	A	M	13	0	13	50	-	Weekly	10	90 min.
Farm Woodwork	Brigham	H.S.	A	M	13	0	13	63	-	"	10	90
Livestock Feeding	Brigham	H.S.	A	M	10	0	10	42	-	"	10	90
Farm Machinery	Brigham	H.S.	A	M	14	0	14	50	-	"	10	90
Farm Machinery	Brigham	H.S.	A	M	12	0	12	70	-	"	10	90
Woodwork	Brigham	H.S.	A	M	14	0	14	70	-	"	10	120
Farm Carpentry	Brigham	H.S.	A	M	13	0	13	90	-	"	10	180
Farm Machinery & Forging	Garland	H.S.	A	M	29	0	29	44	-	"	10	150
Typewriting	Garland	H.S.	A	M	6	17	23	75	66	"	10	60
Beginning Type	Brigham	H.S.	A	F	10	41	51	58	51	"	10	60
Adv. Shorthand	Brigham	H.S.	A	F	2	25	27	100	64	"	10	60
TOTAL					136	83	219	59	57		110	
CULTURAL GROUP												
English	Garland	H.S.	A	M	10	48	58	7	30	"	10	60
Conversational English	Portage	School	A	M	8	21	29	40	45	"	10	60
Heredity	Honeyville	School	A	M	20	23	43	45	42	"	10	60
Review of Contemporary Plays	Brigham	H.S.	A	M	3	27	30	85	52	"	9	90
Current World Problems	Brigham	H.S.	A	M	12	15	27	54	30	"	10	60
Creative Writing	Brigham	H.S.	G	M	3	8	11	60	60	"	10	60
Choir Conducting	Brigham	H.S.	A	M	2	11	13	35	60	"	10	60
TOTAL					58	153	211	40			69	
EDUCATIONAL FOR HOME & FAMILY LIVING												
Sex Education	Garland	H.S.	G	F	0	30	30	-	80	"	10	90
Family Relations	Garland	H.S.	A	M	4	13	17	57	70	"	10	60
Clothing	Garland	H.S.	A	F	0	15	15	-	57	"	11	90
Sex Education	Brigham	Ch. Off.	G	F	0	26	26	-	70	"	10	90
Sewing	Brigham	H.S.	A	F	0	19	19	-	52	"	10	90
Personal & Practical Financial Problems	Brigham	H.S.	B	Group	18	11	29	25	11	"	10	60
Food Preparation	Brigham	H.S.	A	F	0	16	16	-	47	"	10	60
Healthful Living	Brigham	H.S.	B	F	5	47	52	40	57	"	10	60
Home Beautification	Brigham	H.S.	A	M	3	9	12	6	30	"	10	90
TOTAL					30	186	216	30			91	

The courses given are shown in Table 1.

In the four-year period covered in this study 134 adult education courses, exclusive of those in recreation, were given in Box Elder County. The recreation courses, although patronized well, were omitted from the list because of the inadequacy of their records.

Although Table 1 is rather long, it seems desirable to print it in its entirety to make the tables, analyses and conclusions following it intelligible.

The list of 134 courses includes some repetitions, that is if a course were given three times in the four-year period, it is counted as three in making the total of 134. There were given 63 different courses in all.

For the sake of analysis the entire group of courses were classified arbitrarily into four categories as follows:

1. Vocational.
2. Cultural.
3. Educational for Home and Family Living.
4. Religious.

This grouping seems advisable for a number of reasons:

1. Application of criteria to individual courses would be entirely too long.
2. There is a similarity in purpose of courses that makes grouping quite natural.
3. An examination of the content of the courses seems to make the grouping used a feasible one.

In the vocational group are those courses which would tend to improve one's means of making a livelihood. A large percentage of the people taking the courses in this category are doing the things in



their daily life in making a living that these courses are designed to improve.

In the cultural group fall the courses which should further intellectual development and foster an appreciation of the cultural and aesthetic values in life.

In the third category are placed those courses in which there was a conscious effort to educate for better home and family living.

In the religious group, as the name implies, are those courses having to do with the spiritual development of men. These were conducted by Latter-Day Saint Seminary Teachers who devote their entire time to religious work.

In the enrollment analysis this grouping is used throughout.

In Table 1 names of teachers are omitted, but are classified first into types as follows:

Type A -- local public school teachers.

Type B -- local people other than school teachers.

Type C -- people from outside Box Elder County.

They are classified also as to sex.

The town in which each course was given is listed. This seems to have little or no bearing on the type of courses selected, on the enrollment, the attendance or the repetition of courses.

The buildings in which classes were held were selected for various reasons. The vocational courses generally require certain equipment such as shop facilities or sewing equipment and consequently buildings equipped with this sort of apparatus were selected.

The cultural and educational for home and family living classes were housed in convenient places, mostly public, where seating capacity was adequate and where heating and janitorial service were provided with little extra cost to the program.

Religious classes were held in L. D. S. seminaries, churches, or schools.

The buildings in which classes were held were selected with a definite purpose in mind and the effect of the selection cannot be determined. Listing these places may be of some assistance to someone interested in this type of education.

The frequency of meetings, the total number of meetings, and the length of class periods seem to have little significance as measured by the criteria set up.

TABLE 2 SUMMARY OF ENROLLMENT AND ATTENDANCE OF ALL CLASSES

Year	Number of Classes	BY YEARS			Percent in Attendance		Agg. Number of Meetings
		Men	Women	Total	Men	Women	
1938-39	26	293	528	821	61	59	279
1939-40	42	587	555	1142	49	56	452
1940-41	36	441	632	1073	58	51	355
1941-42	30	275	495	770	54	52	300
	<u>134</u>	<u>1596</u>	<u>2210</u>	<u>3806</u>	<u>54</u>	<u>54</u>	<u>1386</u>

A summary of the total enrollment and attendance reveals some significant facts.

The year 1939-40 marked the high point in the number of classes organized as well as in total enrollment as shown in Table 2. The following year although there were six fewer classes organized, there were seventy-seven more women enrolled than in the previous year. Only in one year (1939-40) were there more men than women enrolled, while for the four-year period there were 61<sup>4</sup> more men than women in all classes.

The number enrolled seems to have little bearing on the percent in attendance. Larger enrolled groups seem to attend practically as well as smaller ones and vice versa. There is no constant relationship existing between the aggregate number of meetings and the percent in attendance.

It is interesting to note that there is very little difference in the percent of attendance between men and women during the period while over the period as a whole the percent in attendance of the two is identical. The fact that the percent of attendance in each instance was 54 should have some significance with regard to classroom procedure.

The experience in adult education in Box Elder County, Utah over a four-year period with 3806 enrollments in 134 different classes indicates that the total percent in attendance was 54 or that approximately half of the members of each class was absent each time.

It seems logical to conclude that a continuity in discussions where the success of one class would depend on a student's attendance at the previous one should be discouraged. Each class discussion should be a complete unit in and of itself in order to maintain interest.

TABLE 3 TYPES OF CLASSES GIVEN EACH YEAR

1938-39							
Type of Class	Number of Classes	Enrollment		Total	Percent in Attendance		Number of Meetings
		Men	Women		Men	Women	
Vocational	9	164	50	214	60	71	106
Cultural	5	35	151	186	60	59	50
Edu. for Home & Family Living	11	88	296	384	66	59	116
Religious	<u>1</u>	<u>6</u>	<u>31</u>	<u>37</u>	<u>30</u>	<u>32</u>	<u>7</u>
TOTAL	26	293	528	821	61	59	279
1939-40							
Vocational	16	342	32	374	52	62	188
Cultural Group	8	78	142	220	45	50	80
Edu. for Home & Family living	<u>18</u>	<u>167</u>	<u>381</u>	<u>548</u>	<u>46</u>	<u>58</u>	<u>184</u>
	42	587	555	1142	49	56	452
1940-41							
Vocational	16	306	40	346	61	62	162
Cultural	6	105	201	306	49	42	59
Edu. for Home & Family Living	<u>14</u>	<u>30</u>	<u>391</u>	<u>421</u>	<u>52</u>	<u>54</u>	<u>134</u>
	36	441	632	1073	58	51	355
1941-42							
Vocational	11	136	83	219	59	57	110
Cultural	7	58	153	211	40	32	69
Edu. for Home & Family Living	9	30	186	216	30	59	91
Religious	<u>3</u>	<u>51</u>	<u>73</u>	<u>124</u>	<u>71</u>	<u>57</u>	<u>30</u>
	30	275	495	770	54	52	300

The types of courses given vary from year to year. (Table 3)

The vocational classes with a preponderance of male membership number 9 the first year, 16 the second, 16 the third year despite the reduction in the total number of classes and 11 the fourth year with a membership of less than one-half of that of the preceding year. This was no doubt due largely to some men going into defense work and to the tire shortage. The cultural group reached its maximum enrollment in the year 1940-41. The enrollment in this group consists of more than twice as many women as men. The percent in attendance on the whole, however, is better for men than for women.

In the third category, educational for home and family living with the exception of the first year, when men attended more regularly than women, the percentage in attendance is better for the women than for the men.

Only one class in the religious group was given the first year, none in the second and third years and three in the fourth year. Generally, more women than men were enrolled but the men attended much more regularly than the women.

TABLE 4

SHOWING VARIOUS TYPES OF CLASSES GROUPED OVER THE FOUR-YEAR PERIOD

VOCATIONAL GROUP							
Year	Number of Classes	Enrollment		Total	Percent in Attendance		Number of Meetings
		Men	Women		Men	Women	
1938-39	9	164	50	214	60	71	106
1939-40	16	342	32	374	52	62	188
1940-41	16	306	40	346	61	62	162
1941-42	11	136	83	219	59	57	110
Total	52	948	205	1153			566
CULTURAL GROUP							
1938-39	5	35	151	186	60	59	50
1939-40	8	78	142	220	45	50	80
1940-41	6	105	201	306	49	49	59
1941-42	7	58	153	211	40	32	69
Total	26	276	647	923			258
EDUCATIONAL FOR HOME AND FAMILY LIVING							
1938-39	11	88	296	384	66	59	116
1939-40	18	167	381	548	46	58	184
1940-41	14	30	391	421	52	54	134
1941-42	9	30	186	216	30	59	91
Total	52	315	1254	1569			525
RELIGIOUS GROUP							
1938-39	1	6	31	37	30	32	7
1939-40	0	0	0	0	0	0	0
1940-41	0	0	0	0	0	0	0
1941-42	3	51	73	124	71	57	30
Total	4	57	104	161			37
TOTALS FOR FOUR-YEAR PERIOD							
Vocational	52	948	205	1153	57	62	566
Cultural	26	276	647	923	48	47	258
Edu. for H & F	52	315	1254	1569	50	57	525
Religious	4	57	104	161	70	50	37
Total	134	1596	2210	3806	54	54	1386

It is evident in Table 4 that the cultural and the educational for Home and Family Living groups showed a decline in 1940-41 over the preceding year, the religious group remained at zero while the vocational group remained at 16 classes with an increase in percent of attendance for men. This indicates an interest in vocational training probably due to the agricultural situation with regard to farm machinery and help shortage on the farms. In 1941-42, as has been pointed out, the attendance of men decreased while the number of women attending increased in the vocational group. Men at this time were going into defense work and into the army, which probably accounts for the decrease.

The number of men enrolled in the vocational group as a whole outnumber the women more than four to one while the women's percent in attendance is somewhat higher. There seems to be no constant relationship between enrollment and the number of meetings held.

In the cultural group the number of classes held is more constant than in either of the other groups with more than twice as many women as men attending. There is no difference in the total percent in attendance. The greatest enrollment in this group comes in the year 1940-41 although only six classes were organized as against eight for the preceding year. The percent in attendance in the cultural group is lower for both men and women than in the vocational group.

In the third category, educational for home and family living, the peak of attendance was reached during the year 1939-40. The figures indicate that the interest of men in the two years following declined rapidly while the women supported the classes one year longer than did the men but did not enroll nearly so heavily the last year as the one preceding.



It would seem safe to conclude from the enrollment and attendance in this category that there is a declining interest with both men and women in the Program of Education for Home and Family Living.

The religious group is so small that generalities should not be made. The figures simply indicate a heavier enrollment for women than for men and a much higher percent in attendance for men than for women. It is the only group showing an increase in the number of classes and in persons enrolled in 1941-42 over the preceding years.

TABLE 5

SHOWING THE TYPES OF TEACHERS IN EACH  
CATEGORY BY YEARS

Type of Course	#Co.	1938-39 Types			#Co.	1939-40 Types			#Co.	1940-41 Types			#Co.	1941-42 Types			Total Types		
		A	B	C		A	B	C		A	B	C		A	B	C	A	B	C
Vocational	9	9	0	0	16	16	0	0	16	15	1	0	11	11	0	0	52	51	1
Cultural	5	4	0	1	8	8	0	0	6	5	0	1	7	6	0	1	26	23	3
Ed. for H & F	11	7	0	1	18	12	6	0	14	11	3	0	9	5	2	2	52	35	14
Religious	1	0	3	0	0	0	0	0	0	0	0	0	3	0	3	0	4	0	4
Total	26	20	3	2	42	36	6	0	36	31	4	1	30	22	5	3	134	109	19

Note: Teacher Types

A --Local School Teachers

B --Local People other than school teachers

C --People from outside Box Elder County

The purpose of Table 5 is to show the number of courses taught by each type of teacher in each course category by years.

Teachers were divided into three types as follows: (1) Local school teachers (2) Local people other than school teachers (3) People from outside Box Elder County.

By far the greater portion of the courses were taught by type A teachers. This is due, in part, to the manner in which classes were organized. Offerings were made in different fields by the schools. The school teachers were trained in the fields offered and were familiar with the proper use of materials and equipment necessary and had access to them. The reason for making the offerings was purely to satisfy a need in the communities and was not to supplement financial income of teachers. Teacher pay averaged about \$25.00 per course and was borne partly by the state and partly by the local school district.

In many instances the desires of people regarding types of courses wanted and the selection of individuals to teach the courses were solicited. This was done by questionnaires or by public meetings. This could have made possible the selection of a greater number of types B and C teachers had there been a demand for them.

The table shows that of the 134 courses taught in the four-year period 109 were taught by local school teachers, 19 by local people other than school teachers and 6 by people from outside Box Elder County.

In the vocational group of the 52 classes taught, 51 were taught by type A teachers, one by type B, and none by type C.

Twenty-three of the 26 classes in the cultural group were taught by type A teachers, none by type B and 3 by type C.

In the third category 35 classes of a total of 52 were taught by type A, 14 by type B, and 3 by type C.

All classes in the religious group were taught by type B teachers.

**TABLE 6      AVERAGE ENROLLMENT AND PERCENT IN ATTENDANCE OVER THE FOUR-  
YEAR PERIOD IN EACH CATEGORY ACCORDING TO TEACHER TYPE**

	Average Number Per Class Enrolled						Percent in Attendance					
	A		B		C		A		B		C	
Teacher Type	M	W	M	W	M	W	M	W	M	W	M	W
Type of Course												
Vocational	18.2	17.8	47.0	-	-	-	66	53	87	-	-	-
Cultural	10.8	23.1	-	-	17	50.5	52	52	-	-	33	44
Ed. for H & F	13.6	21.9	18.3	40	-	26.0	54	57	39	49	-	60
Religious	-	-	14.2	26	-	-	-	-	52	51	-	-

**Teacher Type**

A —Local School Teachers

B —Local People other than school teachers

C —People from outside Box Elder County

From the standpoint of enrollment and of attendance teacher type seems to be of great importance in the determination of success of classes in adult education as shown in Table 6.

In the vocational group the average size of classes with the men with type A teachers is slightly higher than with the women while the percent in attendance is materially better (66 percent) while the percent in attendance is 53. No women enrolled with type B teachers in this group while there were 47 men on an average with 87 percent in attendance. This would seem to indicate that men patronize the A type teachers in this group better than do the women but show a strong preference for B type teachers or for the type of course. No C type teachers were used in this group.

In the cultural group with A type teachers less than half as many men as women enrolled but attended equally as well, 52 percent attendance in each instance. No B type teachers in this group were used.

With C type teachers there were about three times as many women as men enrolled with 11 percent better average attendance.

It is evident that C type teachers in this category are more popular with the women than with the men both from the standpoint of enrollment and from attendance.

With the women even though the enrollment with C type teachers is high, the average attendance is 10 percent lower than for their average attendance over the four-year period.

In the third category, educational for home and family living, the women patronize better than men all three types of teachers. Both B and C types seem to be unpopular with men while the women seem to be somewhat partial to the C type.

In the religious type only B type teachers were used. The women's enrollment is much heavier while the men's percent in attendance is slightly higher.

One fact of importance the table fails to reveal. In four of the classes a group of teachers was selected for each. Different phases of the course content were treated by different leaders in separate class periods. Since all teachers in each class were of the same type only one listing in each instance in the table was made.

The enrollment in these classes was large but the attendance was so small that the courses were practically a complete failure.

Table 7 Showing number of People Who Enrolled in more than One Class During the Four-Year Period and the Percentage that Each Number is of the Total Individuals Enrolled

Number of																															
Classes Taken	2	:	%	:	3	:	4	:	5	:	6	:	7	:	8	:	%	Total	%												
Men	1153	:	14.4	:	66	:	6.2	:	42	:	3.9	:	15	:	1.4	:	9	:	.8	:	4	:	.37	:	0	:	-	:	289	:	27
Women	1238	:	17	:	86	:	6	:	51	:	3.6	:	23	:	1.6	:	12	:	.8	:	8	:	.57	:	7	:	.5	:	425	:	30
Total	1391	:	15.9	:	152	:	6.1	:	93	:	3.7	:	38	:	1.5	:	21	:	8.5	:	12	:	.48	:	7	:	-	:	714	:	29



The number of people who repeated classes seems significant. (Table 7) Since enrollment was entirely voluntary a repetition in enrollment could be interpreted as an evidence of interest and desire for further study.

It will be noted that the percentage of men repeaters varies from 14.4 taking two classes to 37 taking seven classes. The percentage of women repeaters varies from 17 taking two classes to .5 taking 8 classes. The percentage of repeaters among the women is slightly higher than among men, 30% and 27% respectively over the four-year period.

During the whole period 29% of the people enrolled are repeaters.

Although there are no established norms with which the percentage of repeaters can be compared there is a distinct tendency for people to enroll, indicating a degree of satisfaction in taking the course.

**Table 3 Showing the Total Student Classes of Repeaters and the Percentage Each is of the Total Student Classes**

Number of	1	2	3	4	5	6	7	Total
Classes Repeated	1	2	3	4	5	6	7	
Student Classes								
of Men Repeaters	153: 9.5	132: 8.2	126: 7.8	60: 3.7	45: 2.8	24: 1.5		540: 33.8
Student Classes								
Women Repeaters	238: 10.7	172: 7.7	153: 6.9	92: 4.1	60: 2.7	48: 2.1	49: 2.2	812: 36.7
Total Student								
Classes Repeaters	391: 10.2	304: 7.9	279: 7.3	152: 3.9	105: 2.7	72: 1.8	49: 1.2	1352: 35

In all classes during the four-year period covered in this study, the total enrollment is 3806 according to Table 8. Of these 1596 are men and 2210 are women. The student classes are the product of the repeated classes and the enrollment of each.

The student classes of men repeaters varies from 153 making one repetition to 24 making 6 repetitions in enrollment, while with the women the variation is from 238 repeating once to 49 repeating 7 times. 33.8% of the total registrations of men are repetitions and for the women the percentage is 36.7. There is nearly a constant decline in the number of courses repeated.

It is evident that 35% of all registrations are those of repeaters or that, approximately one-third of the 3806 registrations are those of repeaters.

This should be interpreted as an evidence of success of the various courses.

Table 9      Summary Table

	Men:	Women:	Total:
	% of	% of	% of
	Total:	Total:	Total:
Total Student Classes	1596	2210	3806
Student Classes of Repeaters	510	812	1352
Total Individuals Enrolled	1056	1398	2454

Table 9 shows that of the 3806 total student classes 1596 or 41% are men while 2210 or 59% are women.

Five hundred forty of the total of 1352 student classes of repeaters are men and 810 are women.

The difference between the total student classes and the student classes of repeaters will show the total individuals enrolled. One thousand fifty-six or 43% of the total of 2454 are men and 1398 or 57% are women.

The purpose of Table 9 is to show the general picture with regard to totals. Three thousand eight hundred six student classes representing 2454 different individuals and 1352 repetitions in enrollment seems a large enough number so that trends may be safely shown and that conclusions should have some significance.

### CONCLUSIONS

The study describes a general program of education, the general aspects of which have been presented as a background for interpretation of a more intensive study in a limited area.

The pertinent features of the general program are: 1. organization to include as many people as possible, 2. diversified activities to meet the needs of the greatest number of people.

The purpose of the whole study is to picture the experiment as a whole and to treat rather intensively the part having to do with adult education classes. An intensive treatment of the whole program in one thesis would be quite impossible.

✓ The Board of Education of the Box Elder school district accepted the offer of the U.S. Office of Education to try the experiment but the actual work of the program has been done by committees of leading citizens.

The phase of the work in adult education classes has been diversified in scope and activities in four fields: 1. vocational, 2. cultural, 3. educational for home and family living, 4. religious.

The intensive study is concerned with the measurement of success of the adult education classes as measured by: 1. enrollment, 2. attendance, 3. repetition of courses, 4. number repeating courses, 5. number of people patronizing classes with certain type of teachers.

Under the organization of the experiment the enrollment in classes increased materially during normal times. As social conditions made attendance at classes more difficult, there was a dropping off in

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enrollment. The enrollment of women was greater than that of men.

With regard to attendance, the increased enrollment did not affect the percent attending appreciably. The percent in attendance varied and was affected by teacher type and type of course.

The vocational classes are repeated most frequently. In the main repeated courses have a somewhat higher percentage in attendance than those not repeated.

One criterion of success of a program in adult education is the number who re-enroll. In this program 35% of the enrollments were repetitions. This seems a high enough percentage to indicate a marked degree of satisfaction to those taking the work.

The conclusions regarding teacher type can not be stated in general terms. The least successful seems to be that of having a group of teachers for one class.

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